

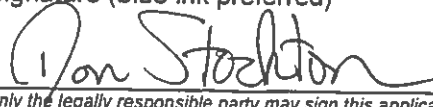
**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas Education for Homeless Children and Youth				
Program authority:	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act			FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	September 1, 2018, to August 31, 2019			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> 2018 MAR 30 AM 10:34 </div>
Application deadline:	5:00 p.m. Central Time, April 3, 2018			
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>			
Contact information:	Cal Lopez; HomelessEducation@tea.texas.gov , (512) 463-9414			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name	County-District #			Amendment #
Conroe ISD	170902			
Vendor ID #	ESC Region #			DUNS #
1746000556	VI			040335119
Mailing address	City	State	ZIP Code	
3205 West Davis	Conroe	TX	77304	
Primary Contact				
First name	M.I.	Last name	Title	
Pam		Zoda	Federal Programs and Grants	
Telephone #	Email address		FAX #	
936-709-7746	pzoda@conroeisd.net		936-709-7948	
Secondary Contact				
First name	M.I.	Last name	Title	
Rod		Chaves	Community Outreach & Dropout Prevention	
Telephone #	Email address		FAX #	
936-709-7769	rchaves@conroeisd.net			
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Dr. Don		Stockton	Superintendent
Telephone #		Email address	FAX #
936-709-7702		dostockton@conroeisd.net	936-709-7704
Signature (blue ink preferred)		Date signed	


Only the legally responsible party may sign this application.

3/27/18

Schedule #1—General Information

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including a public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
4.	The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.
5.	The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held.
6.	The applicant provides assurance that the use of subgrant funds will comply with section 722(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
7.	The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical, Gifted and Talented, and Bilingual/ESL Education.
8.	The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
9.	The applicant provides assurance that midyear and end of year performance evaluation reports are submitted for each year grant funds are received.
10.	The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth.
11.	The applicant provides assurance that collaboration will occur with the homeless liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.
12.	The applicant provides assurance that services provided by grant funds will not replace regular academic programs.
13.	The applicant provides assurance that all identified and enrolled homeless children and unaccompanied youth are accurately reported in TSDS PEIMS in a timely manner.
14.	The applicant provides assurance of collaboration with local social service agencies to provide support services and community resources for homeless children, unaccompanied youth and their families.
15.	The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.
16.	The applicant provides assurance that performance and fiscal monitoring reports are submitted for each year grant funds are received.
17.	The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.

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- | | |
|-----|--|
| 18. | The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings. |
|-----|--|

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By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 170902

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 170902

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Conroe Independent School District (ISD) is geographically a large school district with 345 square miles ranging from rural to suburban living areas with a diverse student population. Conroe ISD is the 13th largest district in the state of Texas and the 65th largest school district in the United States. Conroe ISD serves over 65,000 students and is considered to be one of the fastest growing school districts gaining at least 1,500 students per year. The 2017-2018 school year Conroe ISD had a large influx of homeless and unaccompanied youth due to Hurricane Harvey and the ripple effects are being felt still today. Over the last five years, Conroe has fluctuated between 425 – 945 (current February 2018 count) homeless students with an average of 616 homeless students.

EnrollYear	EE	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014	3	58	70	54	53	36	49	31	52	36	31	25	36	26	41	601
2015	1	43	67	53	54	44	25	49	50	35	24	22	31	25	29	552
2016	3	49	52	55	53	51	49	40	48	39	26	21	19	13	40	558
2017		38	35	31	43	46	29	31	35	37	15	24	17	13	31	425
2018	2	43	85	75	77	83	61	61	62	71	55	84	86	40	60	945

Approximately 900 homeless students live with their parent or legal guardian while 45 youth are unaccompanied. The unaccompanied youth experience additional complexities which interfere with school success such as locating a safe place to live, ability to get needed food and clothes, and questions regarding how to plan for their future. The at-risk nature of unaccompanied youth requires intense coordination of school and community resources to ensure survival, school completion, and safety. Conroe ISD has documented a need for case management to provide training and support to campus personnel to ensure homeless and unaccompanied youth are effectively and efficiently identified, determine the crisis and on-going needs of the homeless students, prioritize needs and provide referrals to school/community agencies, and provide academic as well as college and career planning.

Summarized Results All Subjects STAAR 2016-2017**All Students vs. Students Identified as Homeless**

Grade	Student Group	Approaches
3	All Students	83.42%
	Homeless	50.00%
4	All Students	79.09%
	Homeless	60.00%
5	All Students	85.24%
	Homeless	80.77%
6	All Students	82.86%
	Homeless	50.00%
7	All Students	76.49%
	Homeless	63.49%
8	All Students	83.19%
	Homeless	64.00%
EOC	All Students	84.16%
	Homeless	65.08%

Conroe ISD students identified as homeless demonstrated an average of 20% lower level of mastery on the STAAR 2017 assessments when compared to all students in the district with a maximum span of a 33% difference. The current dropout rate of students identified as homeless in Conroe ISD is 3.7% compared to .5% drop out rate for all secondary Conroe ISD students. Homeless and unaccompanied youth are the only students eligible for Title I services in secondary schools throughout the district. Conroe ISD chooses to serve all secondary students who are at-risk of failing with other funds in lieu of Title I (serving only elementary/intermediate eligible students with Title I). This program approach means that homeless and unaccompanied youth are the only students identified in the calculation of the

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

completers and dropouts for Title I on the Performance Based Monitoring Systems Analysis (PBMAS). Conroe ISD is committed to ensuring educational success for ALL students. Conroe ISD's motto across the district is "All Means All."

The graduation rate for Conroe ISD is 95.7% while the graduation rate for homeless students is 74.4%. The unique nature of the homeless and unaccompanied youth secondary students require an individualized and targeted approach to ensure successful completion. This need is a priority for Conroe ISD to prevent these identified students from struggling academically and socially, dropping out of school, getting into trouble, and making decisions which can be life altering. The urgency is real and recognized to ensure all Conroe ISD graduates are prepared to be productive citizens.

The attendance rate for Conroe ISD is 96.5% for 2017-2018 school year. The homeless and unaccompanied youth attendance rate is 92.82% for Conroe ISD. The secondary homeless and unaccompanied youth attendance rate is 91.54%. Campuses throughout Conroe ISD are committed to ensuring students are in school. This has been a district initiative that has helped all students while raising the awareness for campus staff to understand and explore individual students to determine how the individual needs of students (living situation, school experience, etc.) can help us ensure that students are provided every opportunity to succeed.

The Social Services Liaison will monitor grades, excessive absences, and or tardiness at progress report card intervals and determine if intervention is warranted. The Social Services Liaison will monitor all homeless students' attendance and follow up with parent and/or campus to determine the cause for the absences. For example, if the lack of attendance is due to a transportation issue, appropriate arrangements will be made to ensure that the student gets to school in a timely manner. If health issues are identified the Social Services Liaison will assist the parent in obtaining the necessary treatment. The Social Services Liaison will also monitor referrals (academic and/or behavioral) received and academic progress. School personnel can make direct referrals to the Social Services Liaison if the student has additional needs. If the student is failing or at risk for failing, the Social Services Liaison will collaborate with school personnel to develop an appropriate intervention plan which could include additional tutoring or credit recovery options to ensure the student is able to graduate in a timely manner.

Due to the rapid growth in homeless students and unaccompanied youth, Conroe ISD has determined it is time to create a professional Social Services Liaison to specifically address the academic, social, emotional, and physical needs of homeless students and unaccompanied youth. Conroe ISD will continue the \$12,000 homeless Title I set aside which will fund 16% Full Time Equivalent (FTE) of the Social Services Liaison position, the grant will fund 42%, and local will fund 42% which equals a 100% position. Conroe ISD is committed to meeting the needs of homeless students and unaccompanied youth.

Conroe ISD has identified areas to improve to ensure we are meeting the educational needs of homeless and unaccompanied youth. We have documented a need to build relationships with homeless and unaccompanied youth. The importance of developing an individual intervention plan to address identified needs by connecting students to in-school resources such as tutorials, credit recovery options, and mentoring to ensure students identified as homeless and unaccompanied youth are provided a path for student success.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Program authority: McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act (42 U.S.C. 11431 et seq.)

Grant period: September 1, 2018, to August 31, 2019

Fund code/shared services arrangement code: 206/295

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$30,000	\$	\$30,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$2,625	\$	\$2,625
Schedule #10	Other Operating Costs (6400)	6400	\$3,000	\$	\$3,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$35,625	\$	\$35,625

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$
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Administrative Cost Calculation

Enter the total grant amount requested:	\$
Percentage limit on administrative costs established for the program (8%):	× .08
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 170902		Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded
Grant Amount Budgeted			
Academic/Instructional			
1	Teacher		\$
2	Educational aide		\$
3	Tutor		\$
Program Management and Administration			
4	Project director		\$
5	Project coordinator		\$
6	Teacher facilitator		\$
7	Teacher supervisor		\$
8	Secretary/administrative assistant		\$
9	Data entry clerk		\$
10	Grant accountant/bookkeeper		\$
11	Evaluator/evaluation specialist		\$
Auxiliary			
12	Counselor		\$
13	Social worker		\$
14	Community liaison/parent coordinator	1	\$30,000
Education Service Center (to be completed by ESC only when ESC is the applicant)			
15	ESC specialist/consultant		\$
16	ESC coordinator/manager/supervisor		\$
17	ESC support staff		\$
18	ESC other		\$
19	ESC other		\$
20	ESC other		\$
Other Employee Positions			
21	Title		\$
22	Title		\$
23	Title		\$
24	Subtotal employee costs:		\$
Substitute, Extra-Duty Pay, Benefits Costs			
25	6112	Substitute pay	\$
26	6119	Professional staff extra-duty pay	\$
27	6121	Support staff extra-duty pay	\$
28	6140	Employee benefits	\$
29	61XX	Tuition remission (IHEs only)	\$
30	Subtotal substitute, extra-duty, benefits costs		\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 170902		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 170902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$2,625
Grand total:		\$2,625

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 170902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$3,000
Grand total:		\$3,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 170902			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	942	99.6% homeless ED	
Identified homeless students	945	100% homeless	
Students identified homeless with a 5A Crisis Code	135	14.3% of homeless	
Students identified homeless with a 5B Crisis Code	29	3.1% of homeless	
Students identified homeless with a 5C Crisis Code	500	52.9% of homeless	
Attendance rate for identified homeless students	NA	92.82% all schools homeless students	Attendance Rate: 91.54% high school homeless, 80.45% homeless Houston Elem. (priority school)
Attendance rate for economically disadvantaged students	NA	91.98%	

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type:	<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter												
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
45	85	75	77	83	61	61	62	71	55	84	86	40	60	945

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Schedule #13—Needs Assessment

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Public Education Information Management System (PEIMS) department created reports detailing all identified homeless students for the last five years. This information included identified homeless students by campus, cohort, graduation year, withdrawal code, economically disadvantaged, and crisis code for current homeless students to establish a consistent identified need. Reports were analyzed and data used to complete this grant application.

Conroe ISD conducted a survey to assess the needs and deficiencies of homeless and unaccompanied youth in the district to improve academic success. The survey was sent via Survey Monkey to community agencies, counselors, and registrars. Conroe ISD received 100 responses including 94% from school personnel such as school counselors and registrars, 5% from a service provider such as a shelter or homeless coalition, and 1% from another type of agency not previously listed. The questions included rating Conroe ISD on identification and meeting the academic needs of homeless and unaccompanied youth.

The primary recommendations to improve academic success of homeless and unaccompanied youth received through the survey was to provide additional personnel to work closely with homeless and unaccompanied youth and support the homeless students as well as their families, mentoring and tutoring. Respondents overwhelming acknowledged the amount of time, follow up, and additional resources needed to support homeless and unaccompanied youth. Respondents also noted the need for technical assistance for students who have complicated home situations such as unaccompanied youth who are on the path to graduate from high school. The priority of services for these unaccompanied youth requires an efficient and individualized response.

Other factors which could be strengthened were additional training regarding how to identify a homeless and unaccompanied youth. Another areas was how to overcome language barriers to ensure students receive needed services and how to work with families who fear disclosing residency status for fear of deportation. Respondents also felt like they could use additional information regarding what community resources available. Academic needs included access to technology for homeless and unaccompanied students to complete assignments and specialized tutoring to address curricular needs. Parental support and mentors to provide role models for homeless and unaccompanied youth were also mentioned as a need to strengthen services to homeless and unaccompanied youth.

Conroe ISD has continued to struggle to address the dropout rate of secondary students as identified through PBMAS escalated performance levels. Homeless students are the only eligible students eligible for Title I services in secondary schools. Conroe ISD chooses to serve all secondary students who are at-risk of failing with other funds in lieu of Title I (serving only elementary/intermediate eligible students with Title I). This program approach means that homeless and unaccompanied youth are the only students identified in the calculation of the completers and dropouts for Title I on the PBMAS. This targeted student population comes to school with complicated social, emotional, and physical needs. It is critical that these needs are addressed efficiently and individually.

Conroe ISD has a priority school which is designated for improvement required. This elementary school is also the feeder campus for students from local homeless shelters. The Social Services Liaison will work directly with the homeless shelters to ensure students experience a smooth transition enrolling in Conroe ISD schools. The Social Services Liaison will also monitor the homeless students from the shelter to determine if additional academic services are needed as well as monitoring attendance to ensure student success.

The Social Services Liaison will be the district contact for homeless and unaccompanied youth (and their families), school staff, and community agencies. This position will build a support network for homeless and unaccompanied youth. Conroe ISD is committed to all students being successful and the homeless and unaccompanied youth are a top priority. We understand the importance of a strong educational foundation for our homeless and unaccompanied youth.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Homeless Dropouts is an area identified for Conroe ISD to address due to elevated staging in Performance Based Monitoring Systems Analysis (PBMAS) for the past 3 reporting years. Homeless students are the only Title I students served at the secondary level in Conroe ISD.	The complexities of the homeless and unaccompanied youth population requires intensive, individualized, and scaffolded approaches to meet the needs of these students at-risk of not completing school. It is important that the Social Services Liaison support the homeless student, family (if applicable), and school to identify needed resources.
2.	The stable, and at times rapid, growth of homeless and unaccompanied youth creates a burden on counselors and school staff to address immediate as well as on-going needs.	A knowledgeable Social Services Liaison to provide the best supports available for this at-risk population, developing relationships with families and support agencies, and advocating for removing all barriers to a smooth transition for homeless and unaccompanied youth.
3.	Conroe ISD has experienced a steady increase in economically disadvantaged students in the last 5 years. These students may be on the verge of being homeless or unaccompanied youth.	Conroe ISD understands the importance of developing positive relationships with parents, community, and across the school district to ensure that economically disadvantaged students have additional learning opportunities.
4.	In 2017-2018, Conroe has 148 students in several homeless shelters in Montgomery County.	The Social Services Liaison will work directly with the shelters to ensure homeless students have access to all academic supports throughout Conroe ISD including after/before/weekend tutorials, interventions, etc.
5.	Many of the homeless shelters feed into one elementary, Houston Elementary. Houston Elementary has been identified as Improvement Required and Priority School.	The Social Services Liaison will prioritize students at Houston Elementary and work directly with the campus to ensure homeless students receive the needed academic, community, and other needed supports.

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Schedule #14—Management Plan

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Social Services Liaison Homeless and Unaccompanied Youth	Perform casework services to homeless students and unaccompanied youth to resolve personal, emotional, and social problems that interfere with the adjustment to school and educational success. Provide direct support to students and parents, working in conjunction with community agencies, to strengthen the education process.
2.	Homeless Liaison	Perform casework services to pregnant, foster, and homeless students. Provide direct support to campuses, students and parents, and community agencies to strengthen the education process. Ensure students in need receive the identified services.
3.	Director of Community Outreach, Dropout Prevention	Knowledge of leadership and working with at-risk students. Ability to coordinate needed health, psychological, and academic services to ensure students successfully complete school. Conduct home visits and parent/student consultations to ensure students have diverse options to complete needed credits and follow up regarding student progress. Advocate for identified needs of the student.
4.	Director of Federal Programs and Grants	Knowledge of leadership, grant compliance, and services available to meet the needs of at-risk students. Ability to summarize data, evaluate effectiveness of a program, and make recommendations to ensure financial investments are used to promote the highest student success.
5.	Deputy Superintendent	Knowledge of leadership, district needs, and systems available. Excellent creative problem solving and ability to supervise many different roles and responsibilities within the organization.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Identify current homeless/unaccompanied youth needs	1. Create a report for Homeless and UA Youth	09/04/2018	09/17/2018
		2. Follow up Homeless and UA on campus	09/10/2018	09/28/2018
		3. Determine if students need referrals	09/10/2018	09/28/2018
		4. Check on BOY grades/results	10/05/2018	10/12/2018
		5. Compare BOY to MOY & EOY	01/08/2018	06/08/2019
2.	Prioritize at-risk homeless/unaccompanied youth	1. Identify at-risk Homeless and UA on campus	09/04/2018	09/17/2018
		2. Follow up at-risk Homeless	09/10/2018	09/28/2018
		3. Determine if students need referrals	09/10/2018	09/28/2018
		4. Set up monitor groups/email to track progress	10/05/2018	10/12/2018
		5. Provide interventions as needed	10/05/2018	06/08/2019
3.	Monitor current homeless/unaccompanied youth attendance & discipline	1. Locate admin dashboard	09/04/2018	09/17/2018
		2. Monitor attendance and discipline of H & UA	09/10/2018	09/28/2018
		3. Follow up with students, parents, & campus	09/10/2018	09/28/2018
		4. Refer students to outside agencies if needed	10/05/2018	10/12/2018
		5. Work closely with campuses to track students	01/08/2018	06/08/2019
4.	Provide training to key stakeholders regarding homeless/unaccompanied youth	1. Provide overview and updates for counselors	08/01/2018	08/31/2018
		2. Train registrars to recognize needs & process	08/01/2018	08/31/2018
		3. Provide principals and staff with student rights	06/01/2018	07/31/2018
		4. Follow up as further training is needed	09/01/2018	08/31/2019
		5.		

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginnings and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each campus principal and district administrators can monitor attendance and graduation rate through a Conroe ISD data warehouse of information which is summarized for administrators in an easy to read "Dashboard." The dashboard gives the administrator a summary of current information and highlights lagging and leading indicators which may need additional attention such as a high number of students dropping out, a high attendance rate for a particular day, or a list of students failing 2 or more classes. The administrator can click on the number of students failing and see information about each student. This grant will allow Conroe ISD to have a position monitoring homeless students and unaccompanied youth specifically. This direct focus will provide an intensive intervention and advocate to a highly at-risk student population.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you demonstrate a commitment to education for all homeless children and unaccompanied youth? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Conroe ISD has dedicated Title I funds to homeless education (50% paraprofessional) for several years due to stable, and at times rapid, growth of identified homeless students and unaccompanied youth. Our district also provides online trainings and refreshers which are required for all positions in Conroe ISD. A training regarding the facts of homeless students and debunking myths provides all staff with the awareness of this at-risk population. Conroe ISD has agreed to partially fund the Social Services Liaison for Homeless and Unaccompanied Youth due to identified need of providing a support system for homeless students and unaccompanied youth.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Monitor academic progress of all homeless and unaccompanied youth	1.	Baseline for 9 week grades for marking period 1 of 2018-2019
		2.	Baseline for STAAR, BOY Benchmarks in marking period 1 of 2018-2019
		3.	Improved 9 week grades for marking periods 2-4 of 2018-2019 & EOY
2.	Monitor discipline and attendance for of all homeless and unaccompanied youth	1.	Baseline discipline incidents for 9 week marking period 1 of 2018-2019
		2.	Decrease in the # of discipline incidents for marking periods 2-4 of 2018-2019
		3.	
3.	Actively monitor and provide interventions for prioritized homeless and unaccompanied youth	1.	Develop a list of prioritized homeless and unaccompanied youth
		2.	Follow up with each prioritized student, family, and campus
		3.	Determine identified needs and develop goals for the student to track progress
4.	Document referrals for homeless students to outside agencies	1.	Baseline discipline incidents for 9 week marking period 1 of 2018-2019
		2.	Decrease in the # of discipline incidents for marking periods 2-4 of 2018-2019
		3.	
5.	Track homeless and unaccompanied youth enrollment trends and provide support to campuses	1.	Baseline discipline incidents for 9 week marking period 1 of 2018-2019
		2.	Decrease in the # of discipline incidents for marking periods 2-4 of 2018-2019
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Conroe ISD has several systems that can assist in gathering data for this project. Student's grades are in both our Student Information System and are accessible for data queries. Grades for students identified as homeless and unaccompanied youth can be queried and a report can be created to monitor the progress of that student group.

Discipline data is entered directly into a data warehouse. The Social Services Liaison for Homeless and Unaccompanied Youth can create a report of a particular student group or create a prioritized group to track student progress at a more focused level. Attendance can be tracked on a dashboard for administrators which communicates current leading and lagging indicators. Identified student groups can be used to create specialized reports for attendance across the district or limiting the data to a particular campus.

The Social Services Liaison for Homeless and Unaccompanied Youth can create auto generated emails which will which provide updates to the Social Services Liaison regarding grades, discipline, and attendance of a prioritized list of students who are the most at-risk of dropping out of school. If a concern is identified, the Social Services Liaison will follow up with the campus, student, and/or family based on the individual situation.

Identified needs, trends, or updated information can be shared via emails, meetings, or online trainings to important stakeholders including principals, counselors, and registrars.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Statutory Requirement 1: Describe the services and program that will be provided to address the identified needs.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activity Description	Estimated # to Participate	General Location and Position Responsible for Completing	Documentary Evidence and Position Responsible for Collecting Evidence	Related Need(s) (from Schedule 13)
Identify prospective homeless and unaccompanied youth at-risk of dropping out of school (prioritized students)	40	Social Services Liaison	Student residency questionnaire, needs assessment survey	Homeless and dropout prevention (1)
Identify prospective homeless and unaccompanied youth	620 (average over 5 yrs)	Registrars, Counselors, Social Services Liaison, Administrators	Student residency questionnaire	Identify prospective homeless and unaccompanied youth (2)
Provide contact information and knowledge of available programs for outside agencies to campuses	61 campuses	Social Services Liaison, Counselor	CISD website, Services Directory	Growth in eco dis population (3)
Ensure academic concerns are addressed for students living in homeless shelters	85	Social Services Liaison, Counselors, Administrators	View it grade reports	Number of students in shelters (4)
Specific attention to homeless students who attend an IR school and live in a shelter (prioritized students)	50	Social Services Liaison, Counselors, Administrators	Student residency questionnaire, needs assessment survey, shelter documentation	Shelter and IR Campus priority (5)

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Statutory Requirement 2a: Identify collaborators from other state and local agencies that serve homeless children and unaccompanied youth and describe the collaborative activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	LEA/ESC or Community Collaborator (Do not list personal names. Only list names of departments or organizations)	Brief Description of Collaborative Activities
Ex. 1:	National Honor Society at ABC HS	Provides weekend snack packs once per week for elementary students
Ex. 2:	Interfaith Ministries	Provides new blankets for homeless children and provides vouchers for shoes at local stores.
1.	Assistance League	Operation school bell vouchers for school clothes for homeless students.
2.	Lone Star Health Clinic	Medical care, immunizations, and Medicaid services for homeless students.
3.	Montgomery County Women's Shelter	Provide shelter, food, and services to homeless families.
4.	Montgomery County Youth Services	Emergency shelter which also provides counseling for homeless and unaccompanied youth.
5.	Angel Reach	Case management and housing for homeless and unaccompanied youth.
6.	Salvation Army	Provides shelter and food to homeless families.
7.	United Way	Student services and school supplies for homeless youth.
8.	Montgomery County Food Bank	Backpacks with food for the weekend for families in need, food fairs for families in need.
9.	Interfaith	Provides food, clothes, emergency housing, and financial assistance.
10.	Crisis Assistance Center	Provides food, clothes, and financial assistance to low income and homeless families.
11.	Family Promise	Transitional housing program that provides shelter, food, and transportation to homeless families.
12.		
13.		
14.		
15.		

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Statutory Requirement 2b: Describe how the proposed use of funds will facilitate the identification, enrollment, and educational success of homeless children and unaccompanied youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Social Services Liaison will provide active and continuous monitoring of homeless students and unaccompanied youth. This position will also provide additional training to key stakeholders including registrars, assistant principals, and counselors. Students who are identified as struggling with academics, discipline or attendance will receive the needed intervention by the Liaison.

Statutory Requirement 2c: Describe the extent to which the applicant will promote the meaningful involvement of parents or guardians of homeless children and the youth in the education of their children. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Social Services Liaison for Homeless and Unaccompanied Youth will build relationships with students, families, campuses, and outside agencies that provide additional supports to at-risk students. The Social Services Liaison will become a connection between school and the family to ensure challenges to enrollment, school attendance, and school success are overcome. This position will also find youth resources and determine what other type of assistance is needed to ensure school success.

Statutory Requirement 2d: Describe the extent to which homeless children and unaccompanied youth will be integrated into the regular education program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Conroe ISD's motto is "All Means All." Our district is committed to ensuring all students have the opportunity to experience school success. Homeless students and unaccompanied youth live in a challenging world and Conroe ISD is committed to ensure these students are given the opportunity to experience success. The direct connection with a professional Social Services Liaison for Homeless Students and Unaccompanied Youth will demonstrate our commitment to providing the needed supports for these at-risk students.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Statutory Requirement 3a: Describe the process for the development and preparation of the LEA's plan for coordinating services for eligible homeless children and unaccompanied youth using Title I, Part A reservations/set-asides. In the chart, include the actual set-aside for 2016–2017 and the planned set-aside for 2017–2018. For applicants applying as a SSA, provide set-asides for each LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Conroe ISD evaluates all existing Title I programs to ensure funds are supporting effective programs. The Title I homeless set aside was \$9,395 in 2015-2016 with a 40% FTE paraprofessional. The homeless paraprofessional was not able to effectively identify homeless students and provide connections to the needed resources with a 40% FTE so based on administrative feedback, Conroe increased the Title I set aside for homeless to a 50% FTE paraprofessional.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	\$12,000	Paraprofessional working 50% FTE to identify homeless students, ensure homeless students have access to academic supports available in school, and provide referrals to outside agencies if needed.
Planned Set-Aside for 2017–2018	\$12,000	Paraprofessional working 50% FTE to identify homeless students, ensure homeless students have access to academic supports available in school, and provide referrals to outside agencies if needed.

Statutory Requirement 3b: How does the LEA determine its reservation/set-aside amount, how does the LEA assist staff in understanding the LEA's policy/procedure to support homeless students using these funds, and how does the LEA address the needs of homeless students in the Campus Improvement Plan? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Due to the rapid growth in homeless students and unaccompanied youth, Conroe ISD has determined it is necessary to create a professional Social Services Liaison to specifically address the academic, social, emotional, and physical needs of homeless students and unaccompanied youth. Conroe ISD will continue the \$12,000 homeless set aside which will fund 16% FTE of the Social Services Liaison position, the grant will fund 42%, and local will fund 42% which equals a 100% position. Conroe ISD is committed to effectively and efficiently meeting the needs of homeless students and unaccompanied youth.

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 170902

Amendment # (for amendments only):

Statutory Requirement 4: Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Required Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
School Selection: Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)).	Yes
Enrollment: Homeless children and unaccompanied youth must be enrolled immediately and may not be denied or delayed enrollment due to the lack of any documentation normally required for enrollment.	Yes
Transportation: Shall be provided to and from the school of origin for a homeless child or unaccompanied youth, when requested by the parent, guardian, or unaccompanied youth.	Yes
Services: Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	Yes
Disputes: If a dispute arises over eligibility, school selections, or enrollment; the homeless child or unaccompanied youth shall be the school in which the parent, guardian or unaccompanied youth seeks enrollment pending resolution of the dispute. Do you have a Dispute Resolution Policy?	Yes
Free meals: Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	Yes
Title I: Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	Yes
Training: Liaisons conduct professional development to improve identification, heighten awareness, and capacity to respond to the specific needs of homeless students and unaccompanied youth to the following LEA and school staff at least once a year: assistant superintendents, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, cafeteria workers, school nurses and teachers.	Yes
Coordination: Liaisons shall coordinate and provide referrals to medical, housing, public and private service providers; to support the education of homeless and unaccompanied homeless youth.	Yes
Pre-School: Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	Yes
Transition to Higher Education: Liaisons shall coordinate individualized academic counseling services to prepare unaccompanied youth for college and career; including but not limited to, providing verification of their independent status for post-secondary applications; college visits; financial aid; on-campus support services; etc.	Yes

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 170902

Amendment # (for amendments only):

TEA Program Requirement 1: Describe the process or procedures that are utilized to identify and/or enroll homeless students and unaccompanied youth who: (a) are entering and/or returning to their schools from summer or holiday break, (b) become homeless after the school year has started, (c) are not currently enrolled or attending school, and (d) are eligible for early childhood and/or prekindergarten programs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Info Snap is Conroe ISD's online enrollment system which parents provide information about the student and student needs, contact information, etc. This information system gathers data from parents in both English and Spanish. This data generator provides instant access to information inputted into the system. Currently, the 50% paraprofessional can follow up on the new homeless or unaccompanied youth or returning students to check on student status. There are a few indicator questions on the enrollment paperwork that will flag a follow up for a student to determine if a student is homeless or unaccompanied.

Each campus has a poster (in English and Spanish) provided by the Texas Homeless Education Office displayed notifying students and parents of the rights for homeless students including contact information for the Homeless Liaison. The Homeless Liaison provides training and updates to campus registrars and counselors prior to the beginning of school to ensure the key contacts understand homeless and unaccompanied youth's legal rights regarding school registration, look fors, and when to seek assistance.

Campus personnel such as school counselors, administrators, teachers or registrars may become aware of a student's change in residency status when they request alternate transportation arrangements or update their address. If a student becomes homeless while already enrolled in a Conroe ISD campus the family or campus personnel would complete a student residency questionnaire that would be submitted to the Homeless Liaison for follow up. Families may also be identified if they indicate homeless on a free and reduced lunch application or an application for prekindergarten. Shelters in our community provide their residents with a certification of homelessness that families present at enrollment for identification as well.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 170902

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the training and professional development that are in place to assist with the identification, enrollment, and increased capacity to respond to the specific educational needs of homeless children and unaccompanied youth, including for: (a) administrative, instructional, and support staff; and (b) service providers and/or community collaborators. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, Conroe ISD's Homeless Liaison provides training and updates to campus registrars and counselors prior to the beginning of school to ensure the key contacts understand homeless and unaccompanied youth's legal rights regarding school registration, look fors, and when to seek assistance.

Safe Schools is an online training requirement for all Conroe ISD staff (no matter the role). The training includes modules related to many different training requirements. For example, one module addresses the characteristics of homeless students, legal requirements, and who to contact if a staff member is concerned about a student who may be homeless or an unaccompanied youth.

Conroe ISD has been a partner with Montgomery County Homeless Coalition for several years and shares updates with the organization on a regular basis. Many of the participants in the coalition are Conroe ISD's Community Collaborators (listed on schedule 16), homeless shelters, crisis agencies, etc. This group of agencies meet together once a month to share observations, trends, resources and knowledge, etc. across agencies.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 170902

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how early interventions and ongoing progress monitoring will be implemented to address the academic needs of homeless children and youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With the benefit of this Homeless Children and Youth Grant, Conroe ISD will have a professional Social Service Liaison who will focus solely on homeless students and unaccompanied youth. The Social Services Liaison will use the administrator dashboard, school contacts such as registrars/counselors/teachers/administrators and community agencies such as homeless and crisis shelters to prioritize students in need of additional assistance and provide a timely response. The Social Services Liaison will track academic, attendance, and discipline data for the homeless students and unaccompanied youth with particular attention to "prioritized students" who are more at-risk of academic failure.

One unique characteristic of homeless and unaccompanied youth that Conroe ISD has documented are immigrant students (new to the country) who qualify as English Language Learners (ELL). The limited language, in addition to being identified as homeless and unaccompanied, requires Conroe ISD to address the learning needs of these students differently. The ELL homeless and unaccompanied youth work closely with the ELL Committee to ensure the ELL and homeless/unaccompanied student has access to all learning resources.

Special education case managers collaborate with other student services needed such as homeless and unaccompanied youth, and/or English Language Learners. For example, special education students who are in need of shelter, transportation, or other services will contact the Social Services Liaison.

The unique nature of the homeless and unaccompanied youth secondary students require an individualized and targeted approach to ensure successful completion. This need is a priority for Conroe ISD to prevent these identified students from struggling academically and socially, dropping out of school, getting into trouble, and making decisions which can be life altering. The urgency is real and recognized to ensure all Conroe ISD graduates are prepared to be productive citizens.

Campuses throughout Conroe ISD are committed to ensuring students are in school. Attendance has been a district initiative that has helped all students while raising the awareness for campus staff to understand and explore individual students to determine how the individual needs of students (living situation, school experience, etc.) can help us ensure that students are provided every opportunity to succeed.

The Social Services Liaison will meet with the student and/or family to complete a needs assessment and determine an intervention plan with incremental follow ups. Interventions could include, but not limited to, tutoring, attendance contracts, discipline intervention plan and referrals to community agencies. Advanced placement and dual credit planning is included in the individualized plan. Graduating students would be provided assistance in exploring post-secondary options, applying for college and completing FAFSA. Working closely with the counselor, they will develop graduating plans including credit recovery options. The Social Services Liaison will collaborate with teachers to develop interventions and goals to ensure academic success within the classroom. They may also work with extracurricular sponsors to ensure the student is able to participate.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 170902

Amendment # (for amendments only):

TEA Program Requirement 4: Describe the procedures in place to review, monitor, and implement academic support services to ensure secondary homeless students are on track for grade-level promotion, graduation, and college and career readiness. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, the Homeless Paraprofessional helps homeless students and unaccompanied youth connect with secondary school counselors to ensure students are aware of what college and career options are available, where, and how to apply. With the benefit of this grant, Conroe ISD will hire a professional Social Services Liaison who will assist students in completing college and career applications, conduct interest inventories, and connect homeless students and unaccompanied youth to agencies who offer support for secondary students who are ready and willing to pave a path of success. Conroe ISD has documented success stories of homeless and unaccompanied youth who have overcome a very difficult path to create a new ending for themselves.

Currently assistant principals monitor all students' attendance and implement interventions. Conroe ISD has a Truancy Prevention Measures and Behavior Improvement Plan which is completed by the administration prior to considering truancy XRION. This form includes multiple campus based interventions such as attendance contracts, parent conferences, counseling referrals, consideration for credit recovery, home visit, and referrals to mentoring and/or tutorials. This document summarizes the campus approach to providing support for the student who is experiencing excessive absences. The Attendance Specialist reviews the document and follows up with the student and/or the campus prior to truancy actions. If the student is identified as special education or ELL, those committees are notified of the referral for additional assistance from the campus and representatives from all necessary stakeholders are active in the planning. Early intervention with the students before they get to the point of potentially losing credits is crucial to keeping these students engaged and successful.

The unique nature of the homeless and unaccompanied youth secondary students require an individualized and targeted approach to ensure successful completion. This need is a priority for Conroe ISD to prevent these identified students from struggling academically and socially, dropping out of school, getting into trouble, and making decisions which can be life altering. The urgency is real and recognized to ensure all Conroe ISD graduates are prepared to be productive citizens.

Campuses throughout Conroe ISD are committed to ensuring students are in school. Attendance has been a district initiative that has helped all students while raising the awareness for campus staff to understand and explore individual students to determine how the individual needs of students (living situation, school experience, etc.) can help us ensure that students are provided every opportunity to succeed.

The Social Services Liaison will meet with the student and/or family to complete a needs assessment and determine an intervention plan with incremental follow ups. Interventions could include, but not limited to, tutoring, attendance contracts, discipline intervention plan and referrals to community agencies. Advanced placement and dual credit planning is included in the individualized plan. Graduating students would be provided assistance in exploring post-secondary options, applying for college and completing FAFSA. Each secondary student (grades 8-12) meets annually with the school counselor to determine an individual graduation plan, track student progress, and develop strategies to accelerate credit interventions if needed. Working closely with the counselor, they will develop graduating plans including credit recovery options. The Social Services Liaison will collaborate with teachers to develop interventions and goals to ensure academic success within the classroom. They may also work with extracurricular sponsors to ensure the student is able to participate. Career and Technology course options are explored with the school counselor. The campus will work directly with the Social Services Liaison to ensure that all enrollment barriers are removed to ensure student success.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 170902

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Con

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 170902

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 170902

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 170902

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 170902

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 170902

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 170902

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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